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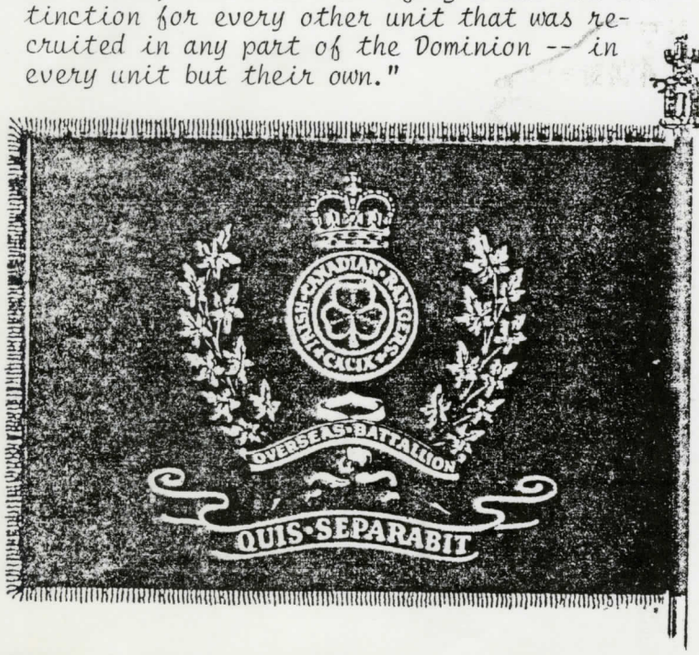
The Intelligencer

Loyola Campus, May 10, 1976

New Colors for 199th

New regimental colors for the 199th Irish Canadian Rangers have been commissioned, and an investiture ceremony will be conducted at the Loyola Chapel later this year. The original colors disappeared from the Chapel some years ago. The regimental history is an unhappy one. Raised by Loyola men, early in World War 1, the unit was sent to England with promises that it would fight as a regiment. But the 199th soon discovered that their most important duty, as a unit, was a public relations tour of Ireland after the Easter Rising of 1916. Once this was done, they returned to England where they were broken up for replacements for other units. Capt.E.J. Mullally, in an historical sketch of the 199th, wrote: "In their tens of thousands, Canadian Irish fought and won distinction for every other unit that was recruited in any part of the Dominion -- in every unit but their own."

MAJOR M. J. McCRORY.



THE INTELLIGENCER will be published weekly at Loyola during the summer. If you have information of interest to the Loyola community, please contact us personally at the Information Office, AD-233 or call us at extension 313 or 421.

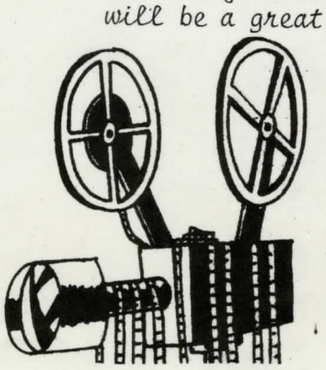
Dr. Tierney's Comm. Arts plan

Dr. Joan Tierney will be head of the Communication Arts Department as of June 1. Her knowledge and experience range through French literature, children's television programs, philosophy and software design. While expressing a positive attitude towards the future, certain priorities must be met.
"We have the strongest Department in Communication in Canada. The top priority now is that we become a graduate school." In fact, "students are so well prepared that many Masters programs are no stronger than what they've already done."

In Quebec, the conference of rectors has minimized the importance of practical programs above CEGEPS level. There is little doubt that Dr. Tierney will help to create links between the practical and the theoritical. "If we stop what we are doing now, it will be a great disservice to the excellent people that we have here."
"Projects such as 'The Trojan Women' (A television project done by 3rd year students) help us to encourage the benefits of combining lectures and labs. We will hopefully, be receiving help from the CBC and Télé-Métropole and the Canada Council in this."

Summer '76

THE CAMPUS CENTRE'S Summer '76 program gets underway at 6 p.m. Monday June 10 with a coffee house with snacks and table games. Tuesdays through Fridays during the summer, there will be a 4:30 - 6:30 Happy Hour followed by a Friday night Disco Club at 8: p.m.



CULLINGS

THE MONTREAL STAR, THURSDAY, APRIL 22, 1976

Staff Photo by John Daggett

Robert Leclerc (left) president of Loyola Alumni Association, presents Dr. Hans Selye with the Loyola medal.

Stress expert Hans Selye awarded Loyola Medal

The Loyola Medal, given by the alumni of the college to a person "whose character, philosophy and contributions have enriched the heritage of Canada and of humanity," was awarded to stress researcher Hans Selye last night.

Previous recipients include Paul-Emile Cardinal Leger, retired Senator Therese Casgrain, Mayor Jean Drapeau and the late Governor General Georges Vanier.

In presenting the gold medal, alumni president Robert Leclerc said Dr. Selye had profoundly changed attitudes throughout the medical world in developing the concept of stress.

Dr. Selye, who is director of the University of Montreal's Institute of Experimental Medicine and Surgery, is one of the world's leading experts on the subject. He sees stress as an essential part of a healthy life.

Last night he said the Loyola medal would be one of his most-cherished honors, "equal in importance to companionship in the Order of Canada."

Stress was one of a small group of laws of nature uniform to all beings, he said, in a brief acceptance speech, beginning for humans the moment the umbilical cord is cut.

Each person had to find his own stress level.

Dr. Selye said that in this time when traditional codes seemed to have lost their value he would advise living according to the credo "be indispensible."

"Nobody can take that away from you . . . You can take away money or political position or social position, but not usefulness."

Dr. Selye was born in Vienna in 1907, son of a doctor, and educated in Czechoslovakia, Paris and Rome. He came to Montreal in 1932 as a post graduate student on a Rockefeller fellowship and has lived here since.

Author of the best-seller Stress Without Distress, he has also written a large number of more technical works.

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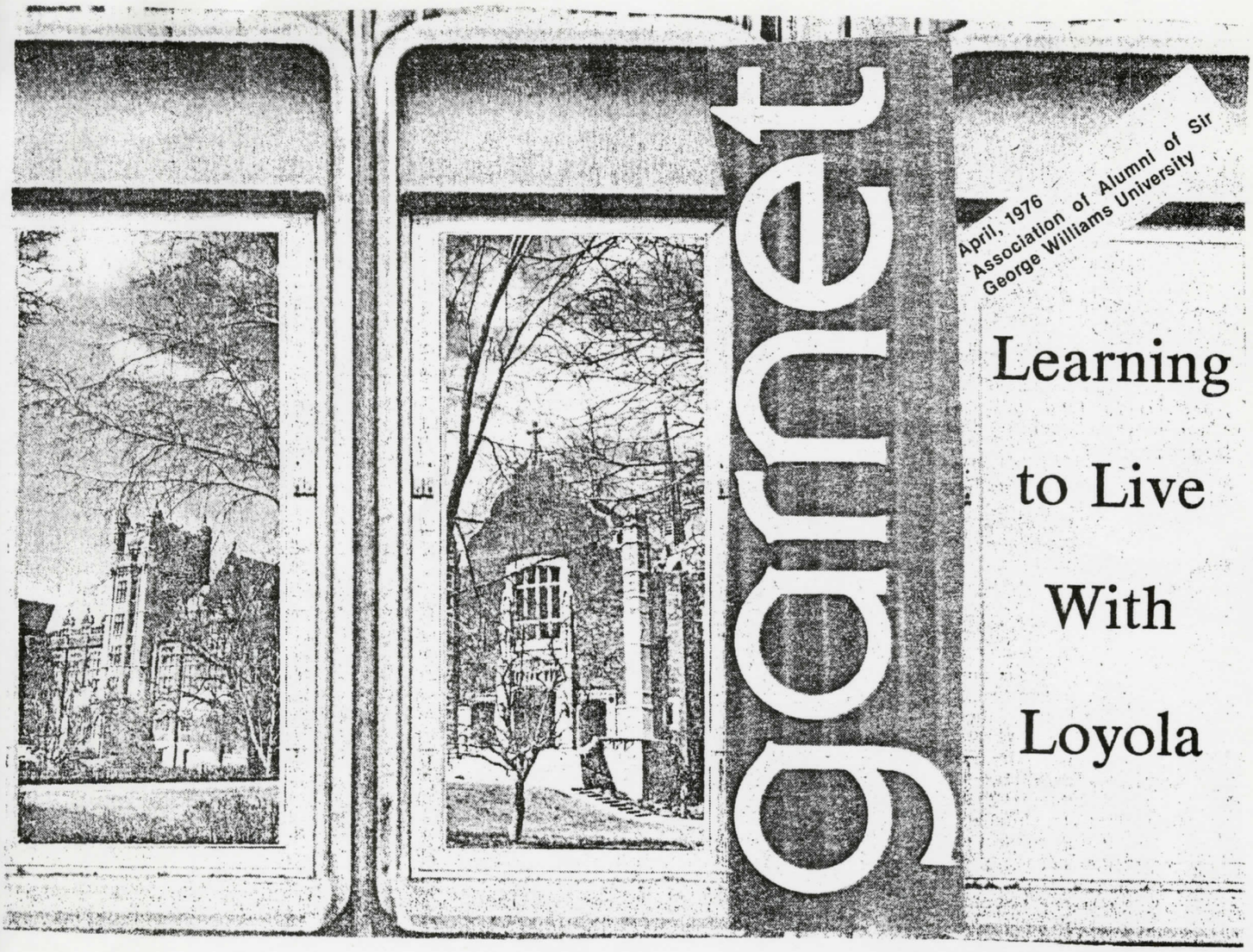

Learning to Live With Loyola

by DAVID GERSOVITZ

May 17 is an anniversary of sorts for Loyola College and Sir George. On that date in 1973, administrators of the two institutions announced final plans for the merger of the two schools under the banner of Concordia.

Most people didn't like the choice of Concordia as the name then. Many still don't. Most people didn't even like the idea of the merger then. Some still don't. However, most students and faculty members have come to grips with the reality of Concordia.

When the merger was first advanced in the late sixties, two of the greatest detractors of the concept were Ian Campbell, Dean of Arts at Sir George, and Russell Breen, his Loyola counterpart.

Campbell was known to stand up at an Arts Faculty Council meeting and talk in most unsporting terms of waging trench warfare with McGill for the top students being turned out by the high schools and junior colleges. Like Breen, Campbell was a chauvinist about his school and neither could see the wisdom of starting over from square one with Concordia.

"I felt strongly at the time of the merger, and in some ways I still feel this way, that Quebec did not need another big university," said Cambell. "If anything, what we needed were more schools like Loyola."

After fighting an unflagging battle for years trying to sell the academic excellence of Sir George, Campbell feared the good work of the downtown school would be forgotten. Speaking like a salesman rather than an academic, he noted that the public was just becoming sensitized to the fact that Sir George could match McGill in most undergraduate faculties — and in some cases offer better — when the merger took place.

"We provided educational opportunities for people McGill would not admit, for various reasons which I suspect McGill would rather forget.

"We provided opportunity for people to study in the evening, which nobody else was doing. We provided the educational route for one hell of a lot of people to move from areas of substandard housing to areas of first-class housing and earn very good incomes; in which it was natural enough to encourage their children to go to university — whereupon they encouraged them to go to McGill.

"I haven't particularly liked that, and we were working hard to change our image in the community."

And so Concordia was an untimely intrusion.

Similarly at the west end school, Breen felt the danger of the particularly Loyola brand of education, with its traditional emphasis of serving a primarily Catholic constituency, going down under the centralizing pressures of a new university dominated in large measure by Sir George technocrats.

"I was opposed to the merger," said Breen, "I much would have preferred to see Loyola get its own charter." Breen was the Loyola personage most closely identified with frustration on that campus felt as a result of Year One of the merger, a movement which culminated in a vocal, student-initiated protest during January and February of 1974.

The merger brought two traditional rivals together; rivals by religious orientation of their early years, rivals in sport and rivals for the always insufficient number of students qualified to study at the post-secondary level.

The structure of Concordia fused together the respective commerce and engineering programs of both institutions into university-wide faculties — Concordia faculties. The arts and science faculties of Sir George were left in tact as independent entitites to serve the needs of that campus while the arts and science programs on Loyola were merged into a single Loyola faculty of arts and sciences, with Breen as its dean.

For the first 18 months to two years under this five-faculty system, Breen and Campbell — as well as their associates on the two campuses — sat across from each other on committee tables and at Senate, eyeing each other with suspicion and casting considerable doubt on the future viability of the merger itself. Each campus stood steadfastly

CULLINGS

in its tracks, refusing to compromise or surrender its traditional postures. Campbell charitably described it as a feeling-out period, when the people on both sides got to know each other. Breen saw a more fundamental threat for the new university.

"To develop something new, you have to be open to change," said Breen. "There is always a reticence to change. As dean, I saw a very creative possibility here in this new institution and I was afraid after the merger for several months that we were not going to see too much enthusiasm to show for this creativity.

"It wasn't so much Loyola preserving its identity, I think it was rather all elements in this university were sufficiently open to be able to really accept the challenge to develop something new."

A year ago, Breen and Campbell were pessimistic about the survival of Concordia. Now, both admit a new spirit of cooperation has taken hold, and the pedagogical objectives each campus has coveted are now being persued.

The two university faculties of commerce and engineering are functioning well; their rigid curricula and high standards leave little room for deviation from the traditional program. Likewise, the science faculty at Sir George has followed its traditional progression.

At the root of the progress which has typified the last 12 months is the recognition that Concordia will afford its two largest faculties — Sir George arts and Loyola arts and sciences — the chance to develop independently of each other.

In addition, the two sides have taken the measure of each other. No more name-calling, and both campuses have followed a semi-autonomous recruiting policy, with a measure of campus identity being retained. It doesn't make sense to many people — talking about Sir George and Loyola while trying to build a new Concordia identity — but it does appear to be working.

At Loyola, Russell Breen talks of experimentation. The Loyola faculty of arts and sciences, he says, won't be an appendage of the Sir George counterparts. The strict economy measures and elimination of duplication some envisaged arising from the merger has taken somewhat of a twist at Concordia.

"Obviously, some would say the only way to do that would be to have complete coordination; to have a single faculty of arts, a single faculty of science" for all of Concordia.

"My answer to that is that I do not find that a very imaginative solution. I think it would not develop something really new in Concordia," Breen added.

"We would like to have the opportunity here at Loyola to develop a true integration of the two faculties so that it is more than just an administration unbrella taking care of two faculties... We are always trying to say it is a bad type of education for a student to concentrate on one discipline."

Breen envisages an integrated offering for students in his faculty, with graduates boasting a grounding in several disciplines, possibly crossing the line to mix both the sciences and the arts.

In many ways, it is a supermarket concept. The student with some of this and some of that and a dash that. It is a novel approach that may allow Breen to foster a distinctive Loyola way for the faculty, which already enjoys the benefit of intimacy and charm widely identified as condusive to the undergraduate learning experience.

And that suits Campbell and the people at Sir George to no end.

"I don't think we've succeeded as well as we should have succeeded in developing a distinct identity for the two arts faculties in terms of their pedagogical structures or curricular structures, the nature of the degree," Campbell said.

"I think I would prefer to see us develop rather different degree approaches. I'm quite prepared to see difference entrance requirements and degree structures emerge."

Campbell wants to differentiate within the BA two streams which students should follow; 1) a training curriculum which would prepare a student for a specific career or professional stream and 2) a BA curricula embodying an emphasis on intellectual development — a broad program requiring heavy concentration on the studies of history — of ideas and civilization — designed for the students with loftier academic objectives.

In the words of the Sir George dean, it's absurd for somebody to claim to know something about English literature without having studied Shakespeare and Milton. The study of civilization is not complete without a thorough backgrounding in the intellectual traditions of man and the origin of the ideas which have shaped him.

Some might call this the development of intellectual elitism. Campbell merely calls it clarifying the degree in the minds of the public, giving it a multiplicity of purposes and asking a student to choose the type of program most suited for his or her ambitions.

Either way, the Sir George program is likely to turn more toward required courses, either in a narrow field or in the field of important intellectual traditions.

The apparent freedom the two deans have had to inch toward their own ideas for the long-term have created a measure of cautious optimism in teaching circles on both campuses. The change of atmosphere has been particularly striking in department backrooms.

"I think the level of uncertainty produced by the merger tended to produce a greater conservatism than otherwise might have been there," Campbell noted.

"You tended to adopt more conservative policies just to ee what would happen."

In terms of hiring and the elimination of duplication of some courses, both Campbell and Breen admit to being satisfied that their two faculties are getting together on the department level to prune needless duplication, both in courses offered and in the hiring of new personnel.

Now, for example, the history departments of the two faculties will discuss their hiring plans to make sure they both don't hire a specialist in a certain area. One campus now might hire an expert on Chinese history and offer courses in the field to students on both campuses. Similarly, the other department might hire a specialist in Soviet affairs and offer his courses to all Concordia students.

"On balance, It's probably doing a good deal better than I would have forecast 12 months ago," Campbell said, "We've gotten the measure of each other. I know Breen knows the weaknesses of my faculty and I know the weaknesses of his. Now we're ready to work together."

This may be just so much talk... or wishful thinking. As student populations decline—and they will according to all forecasts—the crush on the budget may yet force and amalgamation of the two faculties.

A year ago nobody would have believed it, but now men like Breen and Campbell would actually be sorry if forces beyond their control forced abandonment of the paths they are currently blazing.

Loyola group shows its vigor

By JACOB SISKIND
of The Gazette

One of the delights and hazards of covering music in a city like Montreal is the vast range of musical performance that can be encountered. On Sunday afternoon there were the sublime heights of the piano recital by Vladimir Horowitz — last night there was the concert by the Loyola Orchestra.

This ensemble of amateurs under the direction of Elizabeth Haughey is made up of people who get together once a week to make music for their own pleasure. It is the logical successor to the old Montreal Chamber Orchestra which was conducted for so many years by Josef Berljawski, who now lives and teaches in Ottawa.

As a matter of fact one culd recognize many of Berljawski's old guard among the members of this orchestra.

These people worry less about accuracy of note or pitch than they do about having a good times, and it was obvious last night that everyone on the stage of the Salle Claude Champagne was enjoying the performance to the hilt.

The program included the Wagner Prelude to Die Meistersinger, the Beethoven Symphony No. 2 and the Shostakovitch Concerto for piano and trumpet, Op. 35. It was the performance of the Shostakovitch that drew me to the concert initially because Dale Bartlett and James Ranti were the soloists.

Both are serious professionals. Ranti is a former first trumpet of the Montreal Symphony and an experienced orchestral player and teacher. Bartlett is a superior pianist who now teaches in this area.

Both contributed to the best of their ample abilities to the performance — Ranti upping the tempo when it was necessary and Bartlett injecting the right tongue in cheek approach to the piano part.

But even more fascinating was the strange satisfaction that member of the audience were deriving from the performance. I have rarely seen young people become so involved in the music of Beethoven.

These concerts obviously fill a need for audiences as well as those on the stage and as such they are most welcome.

APRIL 27th 1976

CULLINGS

Saturday april 24 — THE MONTREAL STAR

French-language training programs

Squeeze on universities pondered by Ottawa

By MICHAEL LAVOIE

OTTAWA (CP) — The federal government is said to be considering major changes in education payments to the provinces unless the provinces improve university-level French-language training programs.

Officials involved in renegotiation of the federal-provincial Fiscal Arrangements Act, which provided $1.6 billion in education payments to the provinces last year, say the legislation could be used as a lever to force a substantial improvement in second language training.

They say that for the first time Ottawa may seek to impose conditions on payment of the money — the provinces receiving less if universities failed to make some second-language training an entrance requirement.

The move comes as a response to warnings from Official Languages Commissioner Keith Spicer and Secretary of State Hugh Faulkner that the emphasis on language training must shift to the provincially-run school systems from the federal government's language training programs for civil servants.

"It is more than a rhetorical question to ask to what extent federal funds should have conditions attached to them," one official said. "The federal government may insist that the universities improve their French."

• **The working of the Official Language Act as it applies to the Quebec business world is examined on Page B-1.**

The sensitive constitutional subject has already been tentatively discussed by federal and provincial finance ministers at a meeting here earlier this month and will come up again in mid-June when Prime Minister Pierre Trudeau confers with the premiers on economic matters.

The legislation under which Ottawa makes equalization, revenue stabilization, university support and other payments to the provinces will expire next March 31 and Ottawa wants tighter restrictions on all payments in any new agreement.

Officials say that the debate over education payments centres mainly on the decision of many universities to drop second language training — notably French training — as an admission requirement.

In his most recent annual report to Parliament, Mr. Spicer, the language policeman responsible for ensuring that both English and French language rights are protected, repeated his criticism of the universities for playing down second-language training.

He also said that the government's costly language training system for civil servants is not functioning adequately and that the emphasis should be shifted to the schools.

In the past, the provinces have fought any attempt by the federal government to encroach on their education jurisdiction. University support payments by Ottawa have been based on a formula by which no province receives less than $15 per capita with aggregate contributions in any year not exceeding 115 per cent of the previous year.

In addition to the university payments Ottawa will also pay the provinces $134.4 million this year in education support payments under a bilingualism development program.

Mr. Faulkner has already announced that this program will be reviewed to determine whether the formula for making the payments is effective.

The amount increased from $117.3 million last year under a formula based on federal payment of the additional costs to provincial school systems of providing second-language training.

Despite the program, however, second-language training has decreased at the high school level. Officials say this is because of the universities' action in dropping such training as an entrance requirement.

The percentage of students taking French as a second language dropped from 55.4 per cent to 41.6 per cent at the high school-level over the last five years.

Concordia's Boland named to Fitness Council

The Monitor
April 21, 1976

Pat Boland, Women's Athletic Director of Concordia University has been named by Marc Lalonde to the National Advisory Council on Fitness and Amateur Sport.

She is to serve a three-year term during which time she will sit on the council sub-committee on sport. This council is presently studying the feasibility of using a national lottery to finance national sport programs as well as various coaching techniques which can be applied to the Canadian sports program.

Mrs. Boland came to Loyola College five years ago to become Women's Athletic Director. With the athletic merger of Loyola and Sir George last year, she became women's athletic director of Concordia University.

An outstanding athlete at the University of Manitoba, she competed on the Canadian National Basketball team in 1967. This summer, Pat will be featured as the color commentator on CBC women's Olympic basketball broadcasts.

A columnist for The Montreal Star, Mrs. Boland is also the publicity and promotional chairperson of the Canadian Women's Intercollegiate Athletic Union, as well as its Quebec representative. She has also served on numerous sports committees in the past.

The Weather:

There are holes in the sky
Where the rain gets in
The holes are small
That's why rain is thin